

MUSIC Achievement Portfolio



Choir I (MU 1620)

**Practice Develops
Confidence**

_____ Student
Music Teacher
Parent
School and District

Description of Beginning Choir

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development. *No prerequisite course required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Beginning Choir Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Tone. Produce a balanced and free vocal tone with the body and breath working together.
- Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.

Objective B: Demonstrate technical performance skills.

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, sing half and whole steps, master different vocal exercise patterns, sing various scales accurately.
- Successfully hold melodic and harmonic parts.
- Perform a range of dynamic contrasts and tempo changes.
- Match vowel colors within an ensemble.

Objective C: Demonstrate notational literacy.

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and singing from them.
- Develop and demonstrate reading fluency through singing and reading games and/or exercises.
- Sight-read a new piece with the correct rhythms and pitches.

Objective D: Demonstrate productive rehearsal habits.

- Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits.
- Demonstrate good care of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Develop personal use of technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Demonstrate ability to communicate feelings through choral performance.
- Perform successfully in public music representing a variety of times, cultures, and styles.
- Exhibit acceptable performer and audience etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Explore possibilities of sounds that can be produced with the voice.
- Improvise simple rhythms.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.

Objective B: Record musical thoughts in standard notation.

- Notate improvised and/or dictated rhythms and pitches separately.
- Combine notated rhythms and pitches to make a melody and notate it on the staff.
- Develop notation skills; e.g., copy music, play rhythm and staff games.
- As a group or individually, complete a composition process: improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for

an antecedent phrase; invent a notation system that describes the improvised music or reminds what comes next; notate the rhythms and pitches on a staff.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, and by describing the emotions and thoughts the music communicates and how it does so.

Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both live and recorded performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Explain how the quality of personal performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

CHOIR I LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

<http://www.usoe.k12.ut.us/curr/FineArt>

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